

St Antony's Catholic Primary School



This Statement details our school's use of Pupil Premium (and Recovery Premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium Strategy in terms of how we intend to, have or are in the process of spending the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	441
Proportion (%) of pupil premium eligible pupils	33.3% (147 of 441 as at 2/03/26)
Academic year/years that our current pupil premium strategy plan covers	2025-2026
Date this statement was Drafted/ published	October 2025/ December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Angela Moore
Pupil Premium Lead	Jenella Baptiste/Juthica costa
Governor / Trustee lead	Danny Lam/ Raphaella Gabrasadig

Funding overview

Detail	Amount
Pupil Premium Grant Funding allocation 25-26 academic year (GAG)	£222, 704
Recovery premium funding allocation this academic year	N/A this academic year
Pupil Premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0 as this funding stream was implemented to support impact of COVID-19-no longer given
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£222,704

Part A: Pupil Premium Strategy Plan

Statement of Intent

St Antony's has the highest aspirations for all its pupils and is therefore committed to creating exceptional learning and real life opportunities so that our pupils drawn from diverse backgrounds and abilities, make outstanding progress and achieve to their highest individual potential across all curriculum areas, on offer across the school.

The key Aim of our Pupil Premium Strategy is to support disadvantaged pupils to make exceptional progress irrespective of their individual challenges or abilities, aiding them with the achievement of our school's overarching aims, objectives and targets set for achievement and attainment for all pupils. Ensuring that targeted, relevant, bespoke provision of the highest quality is available to meet our PPG children's social, emotional and well-being needs; alongside fostering sound learning behaviour, which is crucial to their personal and academic development and links directly to our school's faith ethos – appropriate learning behavior is the driver for our pupil's ultimate academic success.

The strategy supports all pupils but particularly those within categories inclusive of those:

- **With an assigned social worker,**
- From families with '**no recourse to government funds**', facing financial existential crises daily.
- Falling under the **classification of Asylum Seekers or Refugees**
- **Faced with food poverty, degrading and deplorable social housing and the lack of tech resources at home to be used to support learning**

Central to our approach is making **first quality teaching and bespoke, targeted interventions available to all**. Full focus on core curriculum areas such as Phonics/Early Reading, Communication and Language across EYFS and KS1 is key. Additionally, embedding Reading Fluency, sound Comprehension, Writing, and Maths skills and understanding right across the school underpinned by core principles in RE, PSCH and I AM OK which supply our pupils' softer needs, which fall within the Affective Domain. This aids our disadvantaged pupils with building their self-esteem, self-concept and self-worth and makes all the difference to each, towards securing our consistently high outcomes.

Sustained focus in the areas outlined has proven to have the greatest impact on closing the disadvantage attainment gap, while, at the same time equally benefitting the non-disadvantaged pupils in our school. Our strategy is also inextricably linked, to our broader school plans for sustained, full academic and holistic pupils' optimal development. This sees targeted support built in for the children in years 5 and 6 daily through our early morning, school based tutoring programme and for targeted pupils across lower KS2 whose education had been the most adversely affected, resulting in serious learning loss over the last 3-5 academic years. Our approach is proactive and pervasive in addressing common broad based challenges affecting a wide cross section of learners as well as those with individual needs flagged up via our rigorous pupil progress tracking and robust diagnostic, formative, teacher based and summative cycle of assessments – evaluated through our pupil progress meetings.

Challenges

This table details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenges	Detail of challenge
1 Language Acquisition for Learning for EAL pupils	Pupils presenting with limited understanding, use and application of English upon entry (to EYFS or to Mid-Phase admissions across the school). Additionally, pupils displaying limited range in vocabulary and lacking confidence and fluency speaking and communicating orally with deleterious impact on pupils' Communication and Language, Reading, writing and Comprehension skills development-further impacting all areas of learning including problem solving and reasoning in Mathematics and Science.
2- Parents' limited English & core knowledge (ESOL)	A good majority of parents are EAL and limited in their skills, knowledge and understanding of core/non-core curriculum content in English and lacking the quality time to support their children's learning, due to working multiple jobs over unsociable hours across the school Years 3-6.
3-Growing Numbers of SEND and HN	High proportion of PPG pupils presenting with SEND and High Needs: multiple Social Emotional Mental Health and Cognitive challenges to learning across
4 – Socio-economic needs being addressed Breakfast Club, Boosters and MAE	Severe social housing issues and attendant impact on learning : including overcrowding, poor living conditions, risk of evictions, temporary tenancy arrangements, parents in poorly paid jobs and zero rated contracts which all directly further impact pupils' Social Emotional Mental Health needs for counselling, food, clothing and support with learning at home and their ability to focus in class.
5 -Provision for Wider opportunities	Lack of quality and diverse physical, social, educational enrichment activities at home and limited exposure to life experiences beyond their locality - limited worldview.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current 2025-26 strategy plan**, and how we will measure whether they have been achieved.

Intended Outcome	Success Criteria
The vast majority of children to achieve at or above the national standard (meeting ARE) by the end of EYFS, KS1 and KS2 in all core subjects while sustaining good levels of well-being and mental health.	At least 85% of all pupils inclusive of those among PPG achieving GLD by the end of EYFS and ARE at the end of KS1 & KS2. Pupils Mental Health and Well-Being sustained at high levels via targeted support.
Our PPG children given access to inspirational and aspirational first hand life experiences available to their more affluent peers- including visits to iconic locations across the country and abroad where possible. Additionally, experiences such as performances on national platforms and programmes such as visiting the National Trust Parks and Venues, participating in programmes such as the honouring of Sir David Amess, performing for the commemoration of Armistice 2025, Windrush Showcase, and national programmes held at Wembley Arena, The Excel Centre and Clarence House to an esteemed audience including HRH Prince William and Baroness Floella Benjamin, Baroness Amos and Reverend Rose Hudson-Wilkin.	Children on Pupil Premium register having highest take up in extra-curricular clubs and programmes and participating in age appropriate aspirational events for EYFS, KS1 and KS2. Pupils having their achievement and experiences celebrated through displays, reports, features on Class Dojo, School Website and appropriate Social Media Platforms reflecting their rich opportunities such as: Commemoration of Wind Rush at the Monument in June 2025, Audience with Global Star of Stage and Screen Paterson Joseph visiting to do a reading from His Best Selling Novel March 2026, Launching the Living Wage 25-26 at the Globe Theatre, an audience with Dame Tessa Sanderson. Our children repeatedly appearing in the News and being recognized for their achievements- Sunday Times, Newham Recorder, DfE, Diocesan online platforms and in international magazines .

School families well supported by the school and are then able to better focus on supporting their children's learning.

All parents offered ongoing support through Living Wage Campaign workshops, curriculum evenings, parent evenings, special projects and flexible 1:1 support which will be evaluated through Parent View, case studies and parental feedback via Surveys.

Activity Implementation in this Academic Year 2025-2026

This details how we are spending our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (Inclusive of CPD, Recruitment and Retention) Budgeted cost: £165,900.00

***£151,867 of which was spent on securing 5 new support staff across EYFS/KS1 & KS2 for HN**

Strategy	Evidence that supports this approach	Challenge
<p>Teaching & Learning : Investing in new EYFS/KS1 & KS2 Staff and in on-going Bespoke & Targeted CPD- investing in and continually up-skilling and upgrading staff CPD and qualifications across school eg. implementation of the EYFSCurriculum as well as training for ECTs across KS1 andKS2. All EYFS staff and targeted staff across the school have been exposed to bespoke CPD leading toL3, L4/5- TAs/HLTA, ECT and QTS-L7 qualifications across the school.</p>	<p>DfE commissioned Sutton Trust research and report which indicates that children from low income families in the most deprived wards of the country were on average 19 months behind their more affluent counterparts by the age of 5. In providing high quality 2-5 year old provision with either qualifiedteachers or support staff trained to Level 3 or above (HLTA/UQT) supports children's language cognitive development from an earlier age. Research has shown that PPG children who attend schools that invest in first quality teaching with more highly qualified staff from Pre- school/ Reception to KS2 are more likely to achieve higher GLD and ARE than PPG children who attend facilities with less qualified providers whetherin private or maintained schools. Upgrading teacher skills.</p>	1-5
<p>Purchase of Key Resources To Drive Standards for Teaching and Learning amongAll Pupils as well as PPG: >Accelerated Reader Online Platform, >White Rose Hub Maths Program, > Brilliant Publications for English (EarlyReading, Comprehension, Writing, GPS) >RWI & Dandelion Reading Programmes >Cost of all relevant resources to supportlearning in core and non-core subjects >Purchase of blocks of Class Novels and Books for wider reading & Additional Maths, ICT, Humanities, MFL & Science Resources</p>	<p>Phonics /Early Reading approaches have a strong evidence base that indicates positive impact on the accuracy of word recognition and decoding-leading to the development of sound reading and comprehension skills for learning in later years. Phonics/Toolkit Strand/Education Endowment Fund. The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics and Science, drawing on evidence-based approaches: MathsguidanceKS_1_and_2.pdf (publishing.service.gov.uk). One to one tuition in any area EEF educationendowmentfoundation.org.uk And in small groups: Small group tuition /Toolkit Strand Education Endowment Found</p>	1,2,3

<p>Additional EA secured and Training Costs for HLTAs covered for deployment across specific classes across KS1 & 2. This academic year we secured an additional 5 TAs to support SEND/HN pupils learning. An additional staff member (specialist) has been allocated to year 6 to give additional targeted support to the Lowest 20% and PPG pupils in need of additional support to meet or surpass EOY attainment targets set.</p>	<p>Recently there has been DfE Commissioned and international research suggesting that class size and Teacher to pupil ratio has direct and deleterious impact on outcomes for pupils, our school's evidence and practice and that of other schools in the MAT and further afield clearly show that the quality of teaching, support and interaction, feedback and outcomes are improved by reducing adult to pupil ratios particularly in EYFS, KS1 and lower KS2. However where there are high numbers of EAL, SEND, PPG and HN pupils having the right targeted balance is crucial.</p>	<p>1-5</p>
<p>Purchase of Needed External Expert Provision to support pupil and staff development inclusive of but not limited to: Speech And Language Therapist Education Psychologist OLOG Subject Leaders Training Best Practice Teacher Training UEL Teacher Training for ECTs and QTS Institute of Education (IOE) Training University College London The National College for Post Graduate Studies by SLT</p>	<p>Speech and language Therapy supports children and parents to further develop language skills, vocabulary and language acquisition. Our Therapist is in weekly and is also commissioned to train Staff leading specific interventions for the most vulnerable: SEND & PPG pupils and facilitate additional groups for children in our lowest 20%. Additional SEND/ HN resources in EYFS support early identification of additional needs and ensure good support is in place for KS1. Education Psychologist Services are bought in as needed for pupils presenting with psychological and educational assessment needs. We consistently invest in relevant CPD training hosted in partnership with effective and sanctioned DfE providers</p>	<p>1-5</p>

Targeted Academic Support -Including tutoring, one-to-one support, structured interventions and Human and Resource Support

Budgeted cost: £36,600.00

Activity/Strategy Academic Support (tutoring, one- to-one, small group support and structured am/pm interventions)	Evidence That Supports This Approach	Challenges addressed
<p>CT, HLTA and TA interventions in and outside of class :Release of Specific Staff/teachers for relevant training in these areas including access to the local Maths Hub @Elmhurst focusing on mastery in teaching, English Hubs,</p> <p>>Cover costs for staff on training/conducting Interventions</p>	<p>The school has monitored and evaluated its practices regarding CT/HLTA/TA interventions in class and outside of class. Outcomes over the last 5 years has indicated that at least 80-85% of children supported across EYFS, KS1 and KS2 reached or surpassed their progress target set in their CT/TA/HLTA support will therefore be sustained with interventions delivered in class alongside First Quality Teaching with continued use and application of Metacognition.</p>	<p>1&2</p>
<p>Staff (CT/HLTA/SNA/TA) Lead Interventions driven by Read/Write Inc. Programme (RWI) covering: PHONICS & FAST TRACK Prog.: Every Child a Reader/ Early Reading Every Child A Writer Every Child has good GPS Trainers from RWI to run Development CPD Days for staff both face to face and on-line</p>	<p>Analysis of the effectiveness of our interventions over the last three years shows that our 1:1 and small group sessions with a Teacher/HLTA/SNA/EA supporting phonics and its use and application in Early Reading, GPS and Writing has been highly effective across Reception and KS1 (years 1&2). The strategies applied have been extended across KS2 since 2023 to 2026 with small group sessions with specially trained HLTAs and SNAs for KS2 pupils who need to additional support after their transition from KS1 to KS2 (Yr. 3). These interventions also support pupils who are among the lowest 20% / LAGs on PPG in each class from EYFS-6. End of year Data indicates that between 80 to 90% of PPG children accessing these interventions, acquire the Phonics, Spelling, Reading, Grammar and Writing Skills Standard to meet/surpass national Age Related Expectations</p>	<p>1,2,3</p>
<p>Breakfast Club & Upper KS2 Booster (and OOHL) Activities/Resources Cost Food Costs Overtime Costs x2 Support Staff Food Hygiene Training Cost</p>	<p>Evaluation of the quality of provision from Breakfast Club in supporting PPG pupils and their parents at St Antony's indicates that it has been giving <i>'invaluable support to our PPG pupils and their families over the last 8 years'</i> (Parent feedback). School data shows that it has had a positive impact on attendance, punctuality and ensuring most vulnerable children have a healthy breakfast to start the day. Research clearly shows a healthy meal and exercise has a positive impact on children's ability to focus and learn effectively-this also aids with boosting their well-being and mental health each day. https://www.schoolofplay.org.uk/5-benefits-to-our-breakfast-club/</p>	<p>1-5</p>
<p>Running After School Targeted After Care and Homework Club(MAE)</p>	<p>Quality After School Child-Care and Monitoring of homework by CTs, HLTAs and TAs supporting pupils across the school who require additional support with completing homework at home due to parents in full time work who need this additional support as well as pupils encountering barriers outlined prior. Some of these children are targeted for additional support with Phonics, Reading, Maths and Writing each evening from across KS1 and KS2; this has also targeted those who do not have access to a computer at home to engage with Bug Club to complete reading tasks set daily by their class teachers. https://iwschool.co.uk/metatitans</p>	<p>1-5</p>

Wider strategies Related To Attendance, Behaviour & Wellbeing

Budgeted Cost: £36,975

Strategy/Action	Evidence that supports this approach	Challenge
<p>Buying in CPD and Services of Behaviour Mentor Trainers and Counselling Services from LBN and BENNU to support PPG pupils with behaviour challenges. Training School Behaviour Mentors, Staff Mental Health & Well Being & Non-Core Subject leads.</p>	<p>Studies have shown that Behaviour Mentoring and targeted Counselling have a positive impact on outcomes for children who may not be achieving at the expected standard due to lack of focus; displaying low level disruptive behaviours (some presenting with ADHD) in lessons or on those with low self-esteem, self-worth and self-image and self-confidence.</p> <p>*Statutory Mental Health and WellBeing Training for School Leads, Mental Health First Aid Training and Early Help from the LBN to identify children and staff at Risk early and supporting them along with their families. The latter sometimes remains a major challenge with parents/carers who are in denial and in need of support themselves .</p>	1&2
<p>Wider Curriculum Opportunities and experiences are subsidized or zero rated for PPG pupils. Theatre, Museum and Visiting Authors and Poets running workshops with subsidy for PPG Pupils</p>	<p>Feedback from children and parents over many years have highlighted the narrow range of opportunities PPG children have when compared to their more affluent peers. Having limited experiences also limit their creativity and ability to relate real life experiences to their learning in reading comprehension and creative writing. Therefore taking pupils to have first hand experiences at Museums, the Thames Estuary, Epping Forest, Factories and Institutions such as Tate and Lyle, Saddler's Wells, The West End, Pantomimes, to Kidzania, Butlin's, Sun Trap where they receive subject specific experiences, resources & activities to deepen their understanding, experience, excellence and enjoyment!</p>	1,2,3
<p>Theatre, Museum and Visiting Authors and Poets running workshops with subsidy for PPG Pupils</p>	<p>Through visits to the Theatre, Cinema, Museums and our children Performing on a range of local, national and international stages and engaging in cultural experiences across London our children can apply their new vocabulary in a variety of curriculum areas.</p>	1-5
<p>Over 45 Before, During and After School Clubs</p>	<p>Through the provision of an extensive range of clubs covering the arts, sports, languages, Core and Non-Core Curriculum areas, music, dance and drama children have increased opportunities to express themselves and develop their talents beyond English and mathematics building further confidence and competencies.</p>	1-5
<p>Scholars Programme: Brilliant Club</p>	<p>Sutton Trust research shows that pupil premium pupils are less likely to attend a Russell Group university. The Scholar's Programme seeks to address this imbalance through introducing children in year 5 and 6 to the university experience and by providing PhD tutors to stretch and challenge our more able.</p>	1&2
<p>Residential/ Educational Visits PPG subsidy</p>	<p>Through the provision of residential/school visits children's independence is fostered for the next phase of their development from years 4 to 6. Children access a range of venues and different cultures in years 5 & 6 and develop further team building, self- confidence and resilience skills in year 6</p>	1-5

Total PPG Budget Received in GAG= 222,704 Total PPG Budget Cost 2025-26: £239, 475

Difference=£15,771 drawn from Curriculum, School Trips and other budget cost centers.

Part B: Review of the Previous Academic Year's Outcomes for Disadvantaged Pupils

Outcomes for all pupils of St Antony's inclusive of disadvantaged pupils in academic year 2025 to 2026 are projected to be largely in line with those for academic 2024-2025 even with the challenge of working with a reduced budget due to lower GAG Funding from the DfE linked to falling rolls impacting all schools across Newham and the OLOG MAT as evidenced below:



A message from
Bridget Phillipson



Dear Angela,

Congratulations to you and your team on the excellent outcomes the disadvantaged pupils at St Antony's Catholic Primary School achieved at the end of the 2024/25 academic year. Your school's performance places it among the very best nationally, and this is a significant achievement.

This success reflects the dedication of your staff and the hard work of your pupils. It shows what can be achieved when ambition and commitment come together. Thank you for everything you do to give children the best possible opportunities to succeed.

Your school's achievements demonstrate what is possible, and I hope you will continue to share your experience and best practice with others. Even the strongest schools can go further. We encourage you to lead the way as a system leader - sharing effective practice, championing networks, supporting collaboration, and helping raise standards across the sector.

There are real opportunities available for you to support improvement for a wider group of pupils including through:

- engaging actively with [your region's RISE networks](#) and partnering with nearby schools and trusts;
- contributing to regional roundtables and professional communities to spread the approaches that are working in your context; and
- sustaining excellence by continuing to focus on disadvantaged pupils

Please pass on my thanks and congratulations to your staff and pupils. I look forward to working with you as we strive together to raise standards for all.

Your sincerely,



Bridget Phillipson
Secretary of State for Education

Externally Provided Programmes Supporting Pupil Development

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Religious Education Directory (RED)	Diocese of Westminster
RSHE (Relationship, Sex, Health Education)	Catholic Education Service/ TEN TEN
Swimming	Atherton Leisure Centre/Better Swimming
PE/Multi-Sports Coaching/Sports Day Support	Langdon Sports College
Brilliant Club	Oxford Scholars Programme
Read Write Inc Phonics Programme	Ruth Miskin Ltd/Oxford Owl
Dandelion Reading Programme	Oxford Owl
Early Years Continuous Provision	Early Excellence
Musicians Collective (for Virtues Festival)	Local and Regional Musicians Inc
Gymnastics and Cheerleading	Ascension Eagles Gymnastics & Cheerleading

Further information (optional)

Our Pupil Premium Grant Strategy at St Antony's is fully underpinned by our school's Ethos, Vision, Mission and Values. We align the actions and strategies that we put in place with our School Development and School Improvement Priorities. This sees us working as an agent of positive, sustainable change which makes a real difference in the lives of our pupils particularly for those who are the most deprived and in need of the additional support which the Pupil Premium Grant provides. Our PPG Strategy engages all stakeholders inclusive of : Governors, Staff, Parents, Children, Church and The Wider Community. We inspire all our children inclusive of our FSM/PPG from Nursery to Year 6 along with our staff, governors and parents to work collaboratively with all relevant agencies and to aspire to achieve to their fullest individual potential.

St Antony's, functions as a center of excellence and an axis of positive transformation and development within our school and the wider community. This is done by enabling all among our school family to aspire to achieve self-actualization through sound: Spiritual, Moral, Social and Cultural formation while embedding a love for lifelong learning –giving our pupils a sound springboard on to their next level of education within and in transition to secondary school.